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ABSTRACT

The results of a 1974 colloquium designed to discuss the preliminary feasibility of a United Nations University are provided. Twenty-five representatives from San Francisco Bay area institutions of higher learning met to discuss general programs and policies, bay area regional cooperation and collaboration, communications, and educator role. The consensus of all involved in the discussion was that the core philosophy of the university must be pragmatic rather than theoretical, using knowledge to solve global problems. One outgrowth of the colloquium was to have the Academy of World Studies act as a clearinghouse and information center for those wishing to promote the development of the university. Educators and students would contribute to the problem solving for this development. Potential faculty positions would be rotating in order to use the world's best minds in tackling the world's worst problems. (Author/DE)

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R E P O R T

on the

UNITED NATIONS UNIVERSITY COLLOQUIUM

March 15-16, 1974
San Francisco

Presented
by the

ACADEMY OF WORLD STUDIES

FOR DR. RALPH AUDY

He and we were united in our philosophical
approach to the world scene.

How remarkable has been that gentle man
who within less than one year
endeared himself to us,

Gave impetus to our projects, taught us
many things, and gave us inspiration
to carry on our work

With the warmth of his friendship.

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Introduction

In response to an invitation sent by the Academy of World Studies to the twenty-five or so San Francisco Bay Area institutions of higher learning, on March 15, 1974, Bay Area educators, representatives of colleges and research centers, business leaders, high school students, college students, leaders from multi-national corporations, urban planners, civic group leaders, international and world affairs group representatives and interested laypeople assembled at the Clift Hotel in San Francisco to participate together in a COLLOQUIUM ON THE UNITED NATIONS UNIVERSITY.

Over dinner in the evening, participants listened as Dr. Harold Taylor, of the United States Committee for the United Nations University, spoke on "The World As An Open University--The United Nations Plan."[1] Dr. Taylor sketched in the historical and situational context in which the idea of a United Nations University has come to begin to be realized, and then went on to describe the structure of the University as that is set forth in the University Charter, and the high possibilities of the University as those can be realized within the terms of the open Charter.[2]

Present day universities have become potent instruments of social change within many of the national cultures of the world, Dr. Taylor pointed out, suggesting that once we realize that "Mankind's sole salvation lies in everyone making everything his business," we can then understand that the educational question to be asked now is, "How on this present planet we can organize an educational system which pays respect to the sacredness of life on this planet, and which tries to make clear to the whole world that we all belong to the same human race, and that each of us is simply a variety of the same species, called human, occupying different cultures, different societies and different places on earth." Since universities evolved, Dr. Taylor said, "there has been a concern that everyone share in the development of universal knowledge."

But on the whole, Dr. Taylor noted, university scholars have not been able to adequately project this vision of a universality of knowledge for the present time, and if universality is our goal, then we need something new: "In order to have a university which genuinely represents the cultures of the world, it is not possible to go on with just the ones we now have. So with the conception of having a universal knowledge, of having a university in which all the ideas from everywhere can be represented in equal status, so that everybody's culture is accepted as a genuine contribution to world culture, it is necessary to have a completely different conception of what a university is."

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This, Dr. Taylor reminded us, is the conception of a university as one "which serves the needs of world society, and is on the side of peace, social justice and non-violent social change. And the role of the intellectual must be to work on behalf of the people of the world and not simply on behalf of his own research specialty." Without a world body of world-oriented intellectuals, Dr. Taylor continued, "we have no moral or intellectual or even political center according to which the world can be organized to prevent wars, in order to improve the quality of life, and in order to preserve the resources of the planet."

On the eve of their day of work together, Dr. Taylor in conclusion left the COLLOQUIUM participants with the task of asking, "What are the resources which exist in the San Francisco Bay Area which could make our contribution in this part of the world a part of the whole world's affairs?" A special possibility exists here in San Francisco, Dr. Taylor urged, of reviving the spirit that was in the founding of the United Nations, helping to preserve the United Nations University from becoming another United Nations agency by working to make it the People's University of the World.

Saturday morning we gathered in plenary session, Dr. Taylor with us, to organize our work. The proceedings of the small discussion groups are summarized in this report, and our results are synthesized in a summary statement by the President of the Academy of World Studies.[3]

John Stockwell
Editor

1. For the complete text of Dr. Taylor's talk, write to the Academy of World Studies, 2820 Van Ness Avenue, San Francisco, California 94109.

2. For a description of the structure of the U.N. University, see the Charter itself. For a thorough discussion of history, situation and possibilities see Dr. Taylor's THE UNITED NATIONS UNIVERSITY (1973), available from The United States Committee, 241 West 12th St., New York, N.Y. 10014.

3. For an account of work done on the idea of the U.N. University in one other regional gathering, see: "Recommendations for Priorities and Charter Changes for the U.N. University" (Conference held in Waltham, Massachusetts, November 15-18, 1973), available from Association of World Colleges and Universities, 3 Harbor Hill Drive, Huntington, N.Y. 11743. A study paper by Ronald Manheimer, "Program for the Nordic U.N. University," is available. One very useful publication is the "Report of the Conference on Alternative Designs for World Universities" (Denmark, August 19-25, 1973), also available from the Association of World Colleges and Universities. (Other study groups have met in Canada, Japan and elsewhere.)

GREETING FROM MR. LOUIS LUNDBORG
to the
UNITED NATIONS UNIVERSITY COLLOQUIUM

An unavoidable engagement, I sincerely regret, prevents me from participating as planned in the Academy's weekend conference.

You are meeting on a most practical approach to international cooperation on common problems facing all mankind.

Your main speaker Dr. Harold Taylor has reported an enthusiastic response already, from members of the U.S. public, especially the academic community. We must also recognize the need for private and corporate support of the university complex, especially of the regional centers outside the Tokyo headquarters.

True world peace requires a widespread sense of justice. This means economic equity for all peoples and a world organization that can provide for orderly change and insure a global law-keeping system where everybody is accountable for his actions in the international arena.

We must urge colleagues in the business community to keep an optimistic eye and a generous purse open to realize the full potential of the United Nations University. Your endeavors will help start this exciting new step in mankind's search for a world without war, a harmonious relationship of humans with their environment and with each other.

The information and communication that can come from this global institution may not remove all the shock from the future but it should certainly bring hope to us and our children.

Every good wish to the Academy of World Studies, with whom I'm enthusiastically associated, and to Harold Taylor, Consul-General Maeda and the other pioneers at this promising exploration of ways and means for the San Francisco community to help support the United Nations University.

3/15/74

COLLOQUIUM on the

UNITED NATIONS UNIVERSITY

Clift Hotel, San Francisco

ACADEMY OF WORLD STUDIES

2820 Van Ness Avenue · San Francisco, California 94109 (415) 441-1404/1405

March 16, 1974

SUGGESTED QUESTIONS FOR DISCUSSION:

1. General Program/Policies

   a) What are the "priority" world problems for U.N. Univ.research?

   b) Will U.N.U. research be dovetailed with WHO, FAO, UNESCO, etc.?

   c) Should UNU research and reports always be as determined by U.N. member governments, or may the University maintain intellectual integrity by initiating and sponsoring its own research?

   d) What role for the U.N.U. in fostering intercultural integration?

   e) f) etc.

2. Bay Area Regional Cooperation/Collaboration

   a) Develop dossier of names/affiliations/expertise of individual scholars, specialists in this area?

   b) Provide an opportunity for these individuals to come together to pool their talents? to communicate their common concerns? to the U.N.U.? to the general public? to initiate research without necessarily awaiting an invitation from Tokyo or regional headquarters?

   c) Get names and resources of research/data centers/facilities/ institutions?

   d) Establish study group to investigate feasibility of establishing U.N.U. center in San Francisco area, emphasizing pragmatic problem-solving approach? (not necessarily formally associated with world headquarters?)

   e) Temporary clearinghouse/information center pending results of (d)? Methods of funding?

3. Communication and Education

   a) Relationship between local group and U.S.Comm. for U.N.U.? with regional U.N.U. center? with world headquarters?

   b) Communicating research results to schools, colleges,citizens?

   c) Potential role for youth in advisory capacity? in research?

   d) Role of foreign students providing cross-cultural information/ response to existing research? helping teach U.S. students and teachers?

   e) Educators' role in providing information about priority world problems (war/peace, poverty, etc.) in the curriculum? Training of teachers for these new responsibilities?

ARRANGEMENTS: Peggy McConaty, Clare Wheeler-Brandt, Edison Lewis, Thomas Dibblee

CONSULTANTS, SPOKESMEN, DISCUSSION LEADERS/RAPPORTEURS: Harold Taylor, Andrew Cordier, Ralph Audy, Bennet Skewes-Cox, Elgin Heinz, Elizabeth Little, John Stockwell, William O'Neill, James Murray, Felicia Rock, Lucile Green Iatt, Gordon Agnew

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UNITED NATIONS UNIVERSITY

COLLOQUIUM REPORT

1. General Program/Policies

a) What are the "priority" world problems for U.N. University research?

Some participants felt that there was not sufficient information to make a sophisticated analysis, and that--until after further studies--the first order of business should be to establish a working study group or steering committee to foster the idea of a UNU branch in San Francisco. Academicians, business people, students and others who express an interest should be members of the steering committee, which would be relatively informal.

Most participants, however, were ready to suggest priorities. It was felt that people's needs in individual countries, not just national interests, are global problems.

There was much consensus upon two areas: environment and intercultural integration. Energy resource research was seen feasible on a landscape that provides everything from tidal action to earthquake faults, from solar to geothermal power. There would be a research focus on air, water and land, directed toward making a liveable Earth for all generations. An aspect of the research would be concerned with the question of how do we move things (environmentally) politically? This question was seen as connected with a focus upon the problems of the resolution of conflicts of human interest. It was pointed out that the Bay Area is blessed with a very great ethnic-cultural variety and that if we took that fact as the basis of work on conflict resolution and environmental impact, we would then be working on building multicultural culture--which is what a UNU ought to be about. Clearly, it was felt the UNU should be concerned with peaceful coexistences and lasting peace, with sharing and with the identity-forming value of international experience.

Another particularly coherent idea, related to the above, was that priority problems lie first within the UNU itself: what is knowledge and what are the best methods of communicating it especially at a university level, what is education, especially university education? Certainly a U.N.

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University must be different from schools of thought with national interests in mathematics, physics as well as philosophy, religion, etc. It must not even be assumed that subject matters are the way to gain knowledge, but rather the whole system of gaining and diffusing knowledge must be questioned and thought afresh in a U.N. context and in the light of the latest criticisms of university education throughout the world. World studies, interdisciplinary studies, the elimination of quantitive methods of evaluating a qualitative experience, freedom from prerequisites and openness to any age were some of the positive suggestions.

One of the prime tasks of regional institutions in such places as Tokyo, North America, Europe, Africa, etc. would be to infuse a world outlook and bring about a transformation of the participants in the U.N. University itself; whereas, at present national institutions tend to dominate the world.

After these problems have been met comes the investigation of specific problems such as conflict resolution, the study of war and peace and violence at the domestic level, and the causes that lead to conflict such as overpopulation and shortage of food. Then we need U.N. studies of population, trade, energy resources, communications and interdependence on a world scale. But along with physical needs goes the necessity for a History of Humankind--an historical work looking at man functionally in terms of tools, language, etc., but also culturally in terms of literature, art, philosophy, religion, written disinterestedly and without national bias. Linguistic research and the comparable value of all languages and cultures should encourage a unity of dignity and status amid a diversity of custom.

Members of one group were interested in how far the experience of the East/West Center in Honolulu, Hawaii shed any light on the proposed UNU research centers.

There was also feeling that the UNU could best serve as a clearing-house for research--as a data bank for frontier research toward the solution of global problems.

b) Will UNU research be dovetailed with WHO, FAO, UNESCO, etc?

The participants for the most part agreed that this should be a part of the structure, with care being taken not to load research with national goals and ideas. With respect to a UNU branch, the work of the agencies might be dovetailed as it applies to this region.

Some urged that UNESCO was originally enjoined to do all the things proposed for the UNU, but has become a Bureaucracy in which the members engage in self-perpetuating and internalized activities. So, possibly, our efforts should be devoted to making UNESCO fulfill its functions rather than starting a new institution which itself might become a bureaucracy. The question was raised as to what extent the existing U.N. agencies have been used or their experience studied. Through the UNU the successes of WHO, UNESCO and other agencies may be enlarged.

The participants felt that, as a data bank, the UNU could catalyze innovation. The World Headquarters would ideally have a faculty of renaissance people--great scholars serving as the nexus for the UNU matrix.

c) Should UNU research and reports always be as determined by U.N. member governments, or may the University maintain intellectual integrity by initiating and sponsoring its own research?

Generally, it was thought that it would best be a matter of request or suggestion, rather than determination. It would be necessary that governments' requirements be respected or the regional centers would be emasculated, but it would also be an obligation of the UNU to educate governments and bureaucracies. In the regions there would also be the difficulty of influences from funding sources.

Too much governmental or non-governmental power it was felt would be a kiss of death for the UNU concept. A partnership was seen of non-governmental and governmental entities and the UNU to guarantee academic freedom. There would need to be safeguards against the erection of a mere ivory tower..

The UNU could not be purely an information and research clearing house without making it ineffective as an initiator of action programs.

The Secretary-General and Mr. Mayhew were seen as buffers for intellectual integrity.

d) What role for the UNU in fostering intercultural integration?

Intercultural integration, unity in diversity, will be a priority of the UNU. The UNU will be concerned with all aspects of world community. At the UNU the faculty will itself be part of a focus of intercultural integration. In the regional centers, intercultural integration will proceed as two or more centers get to work and communicate.

2. Bay Area Regional Cooperation/Collaboration

a) Develop dossier of names/affiliations/expertise of individual scholars, specialists in this area?

Yes, a data collection center or mechanism is needed to catalog the area's resources and primary research activities that have world implications.

Leaders of the people should also be considered resources.

Existing research centers in the Bay Area should be utilized. The social/economic/cultural variety here is notable. The Academy of World Studies can be utilized as an information center with lists of resources available, particularly with regard to individual scholars and experts who can contribute much to such a project.

b) Provide an opportunity for these individuals to come together to pool their talents? to communicate their common concerns" to the UNU? to the general public? to initiate research without necessarily awaiting an invitation from Tokyo or regional headquarters?

Yes, emphatically, to all four parts.

A branch must be able to initiate research and provide uninvited reports/ suggestions.

A specific approach would be to ask the Academy of World Studies to initiate and sponsor (or co-sponsor) a Bay Area Conference.

There should be a San Francisco Committee for the United Nations University, with various subcommittees, and a clearing-house.

c) Get names and resources of research/data centers/facilities/ institutions?

Definitely. The extensive files of the Academy of World Studies should be utilized.

Results of the Colloquium should be sent to affiliations and interested organizations which might provide resources and ideas.

Four resource/liaison instrumentalities were suggested:

(1) Exploration/research/scientific
(2) Managerial (civic/economic/educational)
(3) Industrial-professional
(4) Abstract-cultural (arts, religions, ideologies)

d) Establish study group to investigate feasibility of establishing UNU center in San Francisco area, emphasizing pragmatic problem-solving approach? (not necessarily formally associated with world headquarters?)

Yes, but some felt the "pragmatic problem-solving approach" was questionable as the sole basis for establishing a UNU center in San Francisco. In any case there is no greater "problem" to be solved than the effective fostering of intercultural understanding and the mutual peace of the many nations of the world. This is far more likely to be realized by world studies in the fields of language and liberal arts than by research into fossil fuels.

Others considered that there is no point in discussing ideal goals that are not firmly grounded in pragmatic realities whether geographic, economic or political.

It was felt to be a question of mobilizing and organizing the resources already available in the Bay Area. Advantage should be taken of the unique cultural cross-sections here, carrying into practice interdisciplinary world studies. Small groups within easy reach of each other need to be constituted. The Bay Area center should be for all ages and all "minorities."

It was felt that the Academy of World Studies should be the affiliated institution, as a clearing-house, in San Francisco -- and that the Colloquium participants should constitute themselves as an initiating consortium.

e) Temporary clearing house/information center pending results of (d) ? Methods of funding?

As noted above, it was felt the Academy of World Studies should serve as such a clearing-house, in conjunction with the UNA and World Affairs Council of Northern California. Some thought that the establishment of research areas for the UNU in the Bay Area might appropriately be allowed to govern participation.

Funding, some thought, should be done by a separate group. All methods of funding should be used, possibly on an ad hoc basis for specific projects. Although, for example, the oil companies might be persuaded to contribute some of their recent profits. Raising funds in support of the UNU must be grass-roots, and we here at this Colloquium must set an example in getting the necessary money flowing.

3. Communication and Education

a) Relationship between local group and U.S. Committee for UNU? with regional UNU center? with world headquarters?

This is a matter for the future. In any event, the relationships must be worked out pragmatically in the light forthcoming decisions and events, particularly in view of who becomes the rector of the UNU and where the main center is located.

Possibly the local committee might be formed around the local members of the National Committee. However that may develop, groups should be concerned with finding "openings to the people." Ultimately, existing institutions and people should pass on their findings to a local center and then to Tokyo.

b) Communicating research results to schools, colleges, citizens?

Unquestionably this is necessary. There are pioneering educational efforts in the Bay Area which can be utilized--such as World College West and the Workshop of Nations. Possibly Hawaii's East-West Center can be built into the UNU structure, and advantage taken of the State Department/Office of Education-approved CULCON relationship between the U.S. and Japan. The network of World Affairs Councils could also be utilized. Many universities have international affiliations.

There needs to be a publications budget to communicate research results to colleges and universities, and press and TV coverage to inform the public at large.

c) Potential role for youth in advisory capacity? in research?

The participants were particularly worried about the exclusion of students from the proposed university. The question was raised of the lack of participation of international student groups in the formulation of the UNU charter. Many governments and universities may not want their students to participate in UNU, regarding it as a competitor for the interests of their own students and a bar to the funding of their own programs. Thus in many cases any appeal for the services of youth in advisory and research capacities must go over the heads of existing institutions.

There is, it was felt, a huge potential for the involvement of youth."Students" would include all students in schools, and the public. There would be a mutual education role for everyone, "resource persons" all over.

Student participation in the problem-solving approach is not only feasible, practical and valuable--it saves tax dollars. High school students should be encouraged to participate in developing new problem-solving approaches

to education and other social concerns. There would be law students in the Bay Area who might be enlisted in support of the United Nations University.

In general, the participants thought it quite possible that the UNU might catch on as an ideal for the focussed activities of youth, if the ideas were made relevant to the world-view of youth. There was discussion of the use of such forms of the mass media as the music popular with youth.

d) Role of foreign students providing cross-cultural information/response to existing research? helping teach U.S. students and teachers?

There is a great potential in this. It is very important that there should be people of different ethnic groups living together and having rap sessions, and this should be done by students.

At the moment, foreign students are an almost untapped resource. The language problem, the conditions under which they come here, the adjustment to the way of life here, etc., all contribute to a great reticence on their part --an unwillingness to criticize. Special sessions would have to be arranged with sympathetic Foreign Student Advisors to elicit really helpful criticisms of education here in terms of its nationalism and restricted viewpoint, and to pass on these observations impersonally to the departments concerned.

e) Educator's role in providing information about priority world problems (war/peace, poverty, etc.,) in the curriculum? Training of teachers for these new responsibilities?

The training of teachers for these new responsibilites demands undergraduate and graduate World Studies in the regional centers, and also extension courses for persons of any age who have already completed their studies in whole or in part but want to revise them in the light of a world viewpoint. Only thus can regional centers have any real impact on surrounding educational institutions in terms of revision of their curricula and of the views of their faculty.

In the present UNU charter, rotating faculty must come from already entrenched positions, and this would become worse should any of them achieve some sort of permanent status in UNU. The example of the Institute of Advanced Studies at Princeton, at Simla in India, and for the Behavioral Sciences at Stanford suggests that the non-permanent status of the Rector and the proposed faculty is a good point in the present document. Nevertheless, as a whole, might

the UNU bureaucrats have taken the original vision of U Thant and turned it into a little series of research centers merely devoted to present interests of the United Nations and not really deserving of the name of a University? One would hope not.

There is need for mechanisms to engage the world's teachers.

There is a <u>great</u> need that the curricula be world-based, and for museums that conceptualize world concerns.

Participants felt that by all means the UNU should be tied in as much as possible with the schools of this community.

SUMMARY AND FOREWORD

Did the colloquium reach consensus? Yes, on broad matters of policy--even if just, in certain instances, on what are the major decisions that must be made by the U.N. University's leaders of the future. In other instances, there seemed to be agreement as to what basic problems must first be overcome if the UNU concept is to prevail: e.g., where is the money to come from? This is a particularly poignant question as to many parts of the world where the results of the UNU research might literally mean life or death for the citizenry --- a citizenry who are themselves incapable of funding such research.

Participants in the Colloquium recognized the importance of leaving open a resolution of the issue: élitism and/or populism? The Charter if viewed literally stresses the "philosopher-king" approach: older savants in booklined towers, aided by computer science, giving "the word" for solution of global problems posed to them by national governments. A looser interpretation, favored by such prestigious if non-official observers as Harold Taylor, would encourage bringing into the United Nations University system, from the outset, a global association of all existing educational institutions and participants (students, teachers, administrators.) This should range from the primary grades (why not even pre-school, as to the esprit) through college/university graduate school--indeed, include very prominently adult education (better termed "continuing")--so that participation in all levels of learning and research should be a part of the UNU experience in the determination of what are the major problems, and then in search for their amelioration.

Now we come to what all persons involved in this discussion seemed to agree is the core philosophy of the UNU: it is to be pragmatic rather than theoretical. There is to be a joining of hands in the search for a better life (perhaps for the continuation of life itself, considering the single problem of abolishing the decidedly immature and increasingly unhealthy institution of war.) The purpose of education, especially higher education, is to serve mankind--and, one hopes, the other denizens of the globe.

The foregoing is a very different kettle of fish from what most national leaders--and their adult populaces--see as the main purposes of education today: the two-fold and non-competitive aims of (1) indoctrinating the young in the values of their particular tribe (nation,elders)--i.e., encouragement of exclusivism, chauvinism, parochialism; and(2) preparation for personally coping with the complexities of civilization, especially employment and other matters primarily economic. (Educational preparation for sophis-

tication in matters political is generally avoided in all nations perhaps for the embarrassment that consequent discernment might create.)

Because the U.N. University idea is to use knowledge for global problem-solving and, even more important, a certain amount of problem-averting, this poses a challenge to the aim of education in the national programs of the approximately one hundred fifty existing nation-states. If their national educational goals are not to be out of step with this universal aim, they will probably have to revise their philosophies--and their courses, and their grading systems, and their degrees. The UNU aim has far greater perspective. It is long-range and globally humanitarian. How can the world's people tie in to the worldwide educational program while continuing to major in the myopic course of "Flag-Waving" (limitation: my nation--to heck with the other 149...) or "Money-Making" (for myself, in nations stressing "rugged individualism" or for my society, in nations stressing "socialistic brotherhood")?

It is really difficult to see how a complementary, supplementary system of national educational programs associated with the U.N. University can be brought about through other than radical change from their present rationale. Here indeed is a challenge which has gripped the imagination of many of the participants at this conference in San Francisco. The Academy of World Studies is already planning a series of meetings in the coming Fall for those who wish to pursue the matter further: what changes to current educational systems and techniques would be most helpful to promote the UNU idea?

One outgrowth of the Colloquium was the desire of those attending that the Academy of World Studies carry on the task of serving as a clearing-house and information center for those in the greater San Francisco Bay Area wishing to promote the development and progress of the UNU. Steps are already underway for the establishment of a regional committee to serve the same purpose for this area as does the United States Committee for the United Nations University (headquartered in New York) for efforts within the U.S.A. Representation on such a committee in the birthplace of the United Nations is to be as broad as the cross-section of discussants at the Colloquium: all ages, all levels of education, and a solid group of persons from other than simply the academic community. Civic groups, especially those already involved in world affairs from the standpoint of international organizations or global issues--oriented in the fields of war/peace, population growth environmental control, etc., are invited to participate from the beginning, just as they did serve in the Colloquium.

An immediate task for this Bay Area group could be the initiation of research and preparation of "dossiers" on what persons (experts in different fields) what institutions (schools, colleges, universities, libraries, research centers, etc.) are in the region.

The cataloguing of these facilities (already begun in some measure by associates of the Academy, who also have a fairly extensive over-all file on major world problems that will constitute the grist for UNU researchers) could easily become a community effort. Comparable compiling of such information in other major population centers, especially when all are tied together by the now possible communications networks, could constitute the "who, what, and where" that will be necessary to those engaged in the task of conducting the research for the world university.

Some may worry--as many did at the San Francisco Colloquium--about the fact that the Charter for the UNU calls for no students, no faculty--no other such assets or liabilities (the word "respectively" not being implied!)--generally associated with the term "university." This does not seem too serious when one realizes that the global institution about to be founded has many different directions in which to grow. With the exception of few nations such as Japan, the UNU is going to have to depend on non-governmental funds and efforts. A group of individual workers around San Francisco Bay can join their colleagues in other parts of the globe in helping to provide the soil and water for further development. Without such widespread public support it is not likely that the UNU will realize its full potential.

The United Nations University concept is that of applying the world's best brains to tackling the world's worst problems. In a global sense, viewed from a truly synoptic worldview perspective, the priorities facing us are: first--life; then--a better life. Here lies a great opportunity for those with administrative talent, with scholastic expertise, with intellectual curiosity to pool their resources at a time when cooperation has become vital for survival.

Arms used destroy. Arms unused obsolesce.

If a substantial portion of the world's current expenditures on the weaponry establishment were made available for humanity's synergistic use of knowledge already accessible to us, astounding benefits could be produced for succeeding generations.

This is the exciting challenge for those who now help plot the course of the United Nations University.

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